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A STUDY OF EDUCATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO INTELLIGENCE

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ABSTRACT

In the present study, investigator has intended to explore the significant relationship and the difference between the educational aspirations and intelligence of Secondary school students on the basis of gender. This study was conducted on a sample of 200 students studying in secondary schools of Sangrur district. The result shows that there exists no significant difference between male and female secondary school students in their educational aspiration and intelligence. The results also indicated that there exists a positive significant relationship between educational aspiration of secondary school students with intelligence.

KEYWORDS: Educational Aspirations, intelligence, secondary school students.

INTRODUCTION:
In today's world, education is a necessity, and for that reason, it has assumed an increasingly important role in future plans, especially for young people. During the educational process people gain necessary skills and competencies to be able to function on different competitive markets. Higher levels of education are associated with higher income, a more prestigious career, lower risk of unemployment and an improved well-being. Education plays a vital role in preparing the newer generation of India, In general to face the challenge of a developing system. Education, in real sense is to humanize humanity and to make life progressive, cultured and civilized. It is through education that a man can develop his thinking and reasoning problem solving and creativity, intelligence and aptitude, positive sentiment and skills, good values and attitudes. The aspirations level of an individual is an important motivating factor. It is a frame of reference involving self-esteem or alternatively experiences that is the feeling of failure or success.

Educational aspirations:
Educational aspirations reflects educational goals an individual sets for himself/herself. It is important as it encourages and energizes the individuals to achieve them. Education is an important variable in forming student aspirations in that it serves to help students become more knowledgeable about the world, more sensitive and understanding of their relationship to it, and more eager to contribute to the community. Aspirations begin to be shaped early in child's life, but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives.

Intelligence:
Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Intelligence includes the capacity of the individual to know and to act in a useful way. Intelligence is an innate ability and an attribute of human personality which distinguishes him/her from animals. Intelligence is the ability to adjust, to think, to understand, to reason and to act in the best possible manner. Intelligence should be studied because it is very much related to education options and adjustment with society and self. All human beings have wide individual differences with regard to intelligence. The main features of Intelligence are -Intelligence is an innate natural endowment of the child, maximum learning in minimum period of time, to foresee the future and plan accordingly, to take advantage of his previous experiences, faces the future with compliance, develops a sense of discrimination between right or wrong, developmental period of intelligence is from birth to adolescence, minor difference in the development of intelligence between boys and girls, individual differences with regard to the intelligence between boys and girls, mostly determined by heredity but a suitable environment necessary to improve it. Intelligence may be the considered as functional effectiveness of mental process perceiving, remembering, reasoning and helps the individual to adjust and adapt his thinking to changing environment and his conditions of his life.

REVIEW OF RELATED LITERATURE:
Glass (1974) studied birth order, verbal intelligence and educational aspirations over 2523 students of higher socio-economic and background 10th and 12th grade and found that first born children were superior to later born in a test of reading ability and also found that first born children had higher educational aspirations than later-born children.

Gakhar and Wahi (1978) carried out a study on creativity and intelligence as predictor of academic achievement. The study samples were 150 girls. Instruments used were Torrence test of creative thinking, Jalota's test of intelligence, Raven's Progressive Matrices and final examination scores of eighth and ninth standard. Results were 43.78% of academic achievement variance can be attributed general intelligence and creativity.49.99% to verbal intelligence, 5.61% is non-verbal intelligence, 1.11% to verbal creativity and 1.48% to non- verbal creativity. It is concluded that both creativity and intelligence significantly predict academic achievement.

Dunne, Elliott and Carlsen (1979) studied sex differences in the educational and occupational aspiration of rural youth over 926 girls and 861 boys of grade 10th, 11th and 12th. It was found that female significantly higher educational aspiration, the same or higher occupational aspiration, and equal ranges of job choices.

McCracken and Barnicas (1991) studied differences between urban and rural schools, student characteristics and students aspirations in Ohio and found that rural youth are somewhat less likely to plan to attend colleges and more likely to plan for vocational training than their non-rural peers.

Mau (1995) studied educational planning and academic achievement of middle school students and found significant racial and gender differences in educational vocational planning. Also, there was significant race and sex interaction in student's educational aspirations as well as perception of parental expectations.

Laidra et.al. (2006) conducted a study on Personality and intelligence as predictors of academic achievement. General intelligence and personality traits from the 5 factor model was studied as predictors of academic achievement in a large sample of Estonian school children from elementary to secondary school. A total of 3618 students from all over Estonia attending grades 2, 3, 4, 6, 8, 10 and 12 participated in this study. Intelligence, as measured by Raven's Standard Progressive Matrices, was found to be best predictor of student's grade point average in all grades. Interactions between predictor variables and age accounted for only a small percentage of variance in GPA, suggesting that academic achievement relies basically on the same mechanisms through the school years.

Park (2008) compared the levels of educational aspirations and students disengagement between students with two parents and those with a single parent. The study was conducted over 9th and 12th grade students of Korea and found that students with single parent are much less aspire to 4 year university education and more likely to disengaged than their counterparts with two parents.

Strand and Winston (2008) studied educational aspiration in inner city schools over 800 pupils of age group 16-18 years and found no significant differences in aspirations by gender or year group but differences between ethnic groups were marked.

Conway (2010) explored educational aspirations of immigrant and native students in urban community college and found that immigrant students who were educated in United states high schools were more likely than other students groups to aspire to college.

Rothon (2011) examined the relationship between education aspiration and achievement of secondary education in deprived area of London and found girls were more likely than boys to express a wish to remain in education beyond the age of 16 and also ethnic differences, sociopsychological variables particularly self-esteem and psychological distress associated with high educational aspirations.

Singh (2011) studied educational aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration.

Bashir and Kaur (2017) conducted a study to find out the difference in educational aspiration and school environment of secondary school students on the basis of locality. The result shows that there exists no significant difference between rural and urban secondary school students in their educational aspiration. However there exists significant difference between rural and urban secondary school students in their school environment. Further the results indicate that there exists a positive significant relationship between educational aspiration of secondary school students with school environment.

OBJECTIVES:

1. To study the educational aspirations of sec school students with respect to gender.
2. To study the intelligence of sec school students with respect to gender.
3. To study the educational aspirations of adolescents in relation to different levels of intelligence.

HYPOTHESES:

1. There exists no significant difference in the educational aspirations of sec school students with respect to gender.
2. There exists no significant difference in the intelligence of sec school students with respect to gender.
3. There is no relationship between the educational aspirations of sec school students with different levels of intelligence.

METHODOLOGY:

The descriptive method of research was employed for the present study.

Sampling:

The sample consisted of 200 students of 10+1 class studying in govt secondary schools of Sangrur district out of which 100 were girls and 100 were boys.

Tools Used:

The following tools were selected and used by the investigator in the present study:

1. **Educational aspirations scale (Sharma and Gupta, 1987):** The educational aspiration scale by Sharma and Gupta (1987). This scale for students is an objectively scoreable test constructed to find out the most complete and varied indices of educational aspirations. The scale contains 8 lists each consisting of 10 items from which one item of each list has to be chosen by the respondents. There is no time limit but usually it will take fifteen to twenty minutes to complete it. Validity (.758) and reliability (r tt = .798) of test has been reported to be satisfactory.

2. **Raven's Standard Progressive Matrices (SPM) (Raven, 1983):** To assess the intelligence of the sample, Standard Progressive Matrices by John Carlyle Raven then later developed by his sons (Raven et al., 2000) to measure a person's ability of non-verbal, abstract and cognitive functioning to form perceptual relations and to reason by analogy. The SPM consists of 60 items arranged in five sets (A, B, C, D, & E) of 12 items each with a matrix of 3x3 geometric designs contains a figure with a missing piece. Below the figure are either six (sets A & B) or eight (sets C through E) alternative pieces to complete the figure, only one of which is correct. The raw score is typically converted to a percentile rank by using the appropriate norms.

Statistical Techniques Used:

Descriptive statistics was applied to draw frequency distributions for educational aspiration and intelligence scores in order to explain the variables. In the present study Mean, S.D, t-test & Correlation techniques were used for Data-Analysis.

RESULTS:

Table 1: Difference in educational aspiration between male and female secondary school students

Groups	N	Mean	SD	t value	Result
Boys	100	22.2	9.29	1.08	Not Significant
Girls	100	23.60	9.09		

"There is no significant difference in educational aspiration of adolescents with respect to gender"

Table 2: Difference in intelligence between male and female secondary school students

Groups	N	Mean	SD	t value	Result
Boys	100	22	9.49	1.38	Not Significant
Girls	100	23.8	8.85		

"There is no significant difference in intelligence of adolescents with respect to gender"

Table 3: Relationship of Educational Aspiration with intelligence of Secondary School Students

Type of Variables		N	'r'	Result
Dependent	Educational Aspirations	100	0.146	Positive Correlation
Independent	Intelligence	100		

FINDINGS AND CONCLUSIONS:

1. There was no significant difference in educational aspirations of boys and girls. This indicates that the educational aspiration is independent of gender difference.
2. There was no significant difference in intelligence of boys and girls. This indicates that the educational aspiration is independent of gender difference.
3. There was significant difference in education aspiration of adolescents with respect to level of intelligence. This indicates that different levels of intelligence influence the educational aspiration of the adolescents.

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